

Lights, Camera, Literacy!
Lesson Plan #6

Topics Covered Today:

Journal Writing
Character Traits and Motivation
Film Techniques
Using Editing Software

Outcomes:

Students will follow organizational procedures.
Students will see, hear, and use applicable vocabulary.
Students will assume a filmmaking role and collaborate with a filmmaking team.
Students will reflect upon the filmmaking process and discuss solutions to production challenges.
Students will revise storyboards to include character traits and motivation.
Student groups will film a revised scene to reflect character traits and motivation.
Students will analyze and critique scenes for evidence of character traits and motivation.
Students will explore computer editing software.

Materials:

writing journals
video cameras
computers with editing software (with sample footage that you have created)
chart paper and post-its

DVD: *AKEELAH AND THE BEE*

New Vocabulary: editing, location, post-production, transitions, visual effects, sound effects

Sequence of Events:

I. Journal Activity (15)

1. Today's Prompt:

How do you feel about reading script pages
compared to reading book pages?

II. Review last week (15)

1. Discuss with whole class the highlights and challenges of last week.
2. Brainstorm and discuss problem solving strategies for last week's challenges, if necessary.
3. Ask, "What film techniques discussed in class were used in a movie you saw this weekend?"

III. Revise storyboard to reflect character traits and motivation (20)

1. Students get into their small production groups.
2. They revise their group storyboard to include elements that show character traits and motivation.

IV. Film new conflict scene (40)

1. Students work together to film shots of their revised conflict scene to portray character traits and motivation.

V. Analysis and Critique of Conflict Scene (45)

1. Review ground rules and purpose of critique.
2. Group member #4 connects the camera to the LCD projector this time. Each group's scene is shown and afterward, the other groups guess the motivation and character traits along with support for their choices. Allow time for film critique.

VI. Computer Editing Introduction (50)

1. Discuss how movies are professionally constructed:
 - a. When a real movie is shot, the scenes are not filmed in order from the beginning of the film to the end. They are shot by **LOCATION**, because each time they have to set up in a different location, it takes a lot of time and effort to move everything and everyone around. For this reason, we have the process of **EDITING**.
 - b. Editing is part of the **POST PRODUCTION** process. It happens after all of the scenes have been filmed. In the editing process, scenes are put together to make the whole film.
 - c. A computer software program can be used for editing digital video segments. It also can be used to add **Visual EFFECTS, TRANSITIONS, MUSIC, & SOUND EFFECTS**.
2. Direct the class to your projected main screen of the editing software.
3. Show them the components of using visual clips (Drag a clip; rearrange clips, cut clips, delete clips) via the sample file.
4. In groups, allow students to try this on their computers with a simple sample file.

VII. Reflection (15)

1. Direct students to the hanging chart paper labeled:

What I Learned About Computer Editing

2. Hand out Post-its on which students write an item to post on the chart.
3. Teacher wrap-up to review and clear up any misconceptions.